

# Innovations of organization of students' independent work in modern educational environment

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## Abstract

The work reviews the issues of organization of independent work of undergraduate students. The developed model of organization of such work in a higher educational institution is presented. The author also presents the experience of such academic activities in the North-Eastern Federal University named after M. K. Ammosov.

**Keywords:** undergraduate, innovation, competence, professional education, structure-functional model.

## Introduction

In the Framework of modernization of Russian education it is articulated that “the developing society needs modern educated, ethical, opportunistic individuals, who have discretion to make important decisions in a choice situation bearing in mind their possible consequences, who are open to cooperation, excel at mobility, dynamism, constructiveness...” [1, 197]. This directive expresses that, firstly, the requirements as to the results of mastering of BEP have to be framed in terms of competencies and, secondly, the computation of complexity of all the BEP elements has to be performed in terms of credits. Thus, in the Federal state education standard of higher professional education for the specialty 034300.62 Physical culture it is stated that undergraduates have to acquire such competencies as «high level of thinking skills, capacity for generalizing, analyzing, perceiving

information, setting goals and choosing the ways of their achievement” (OK-1), “commitment to constant growth, self-development and the development of qualification and skills” (OK-8), “possession of basic methods, ways and means of acquiring, storing and digesting information; computer as an information management tool skills” (OK-16), etc. (Archive of files of federal state education standards of higher professional education).

The above said proves that the system of organization of independent work of students in a traditional educational model is not always applicable in modern educational environment and, so to say, “does not work” for the results expressed in terms of competencies set by new standards. We agree with Levina L. M., who thinks that “many educational situations and events emerge in the context of modernization for the first time, thus demanding innovative approaches, which go beyond the limits of the knowledge-based educational paradigm” (Levina, 2010). “Competence-based education is more than practice-oriented education. Competence is skill plus experience plus personally mediated result of training and self-education” (Lobanov, 2006).

## Results and discussion

Over the recent decade in accordance with modernization of education the primary directions for development of native education system have been established and the number of steps aimed at increasing the quality of specialist training in a higher educational institution has been taken.

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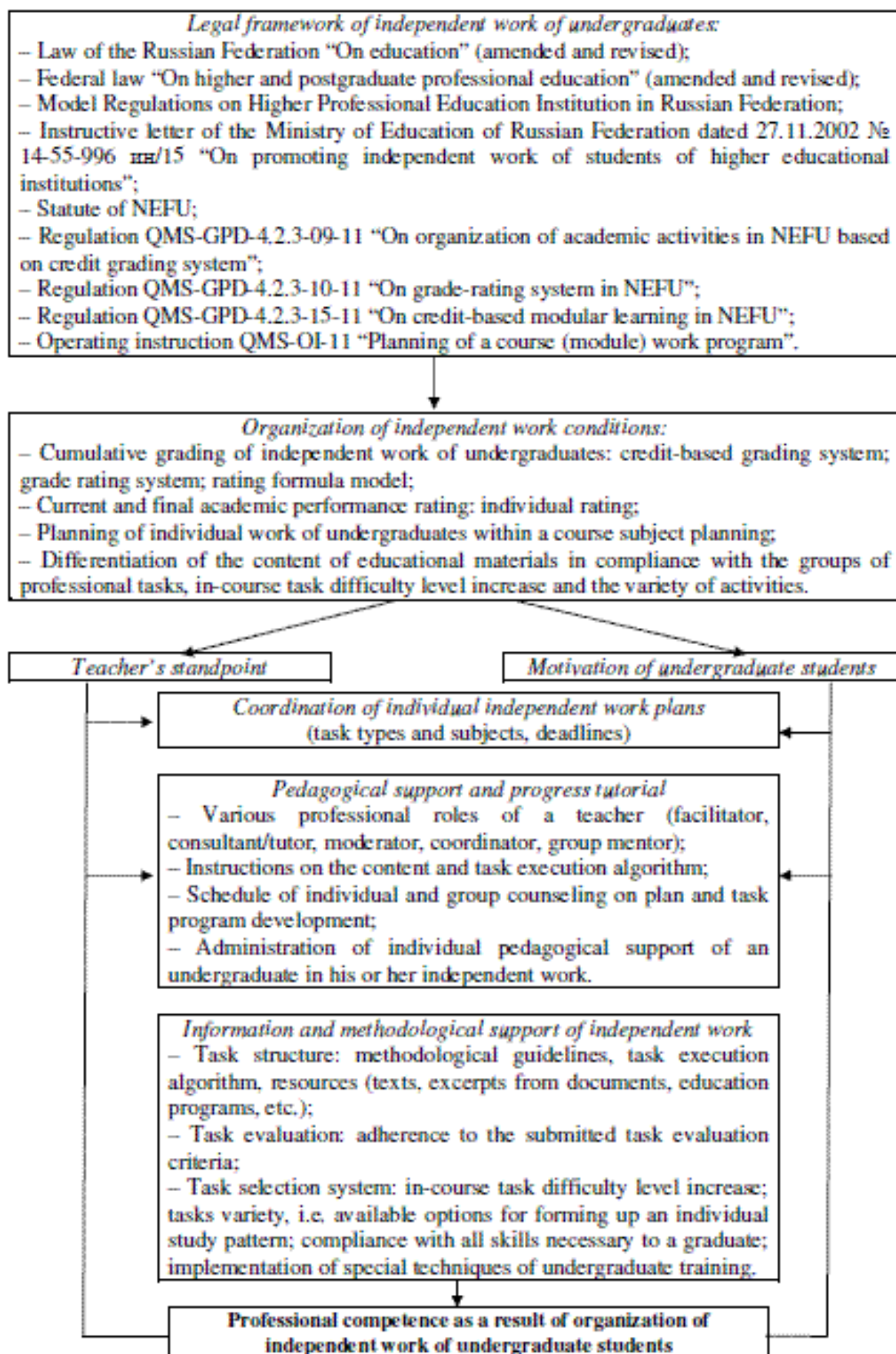


Figure 1. The structure-functional model of organization of independent work of students.

Significant role is assigned to improvement and intensive development of two-tier training system of undergraduates and graduates, who intend to continue their career in the field of education. The specific nature of two-tier education system has determined the search for new models of educational process and independent work as an intrinsic part of this process. The existing education technologies have been significantly upgraded. Modular and project technologies, “critical thinking”, reflexive education, research work have established themselves in the practices of higher educational institutions. The teacher’s role is also undergoing chang-

es: now it calls for higher levels of consulting and motivating students. In this regard, special attention is paid to the issues of organization of independent work of students in NEFU. NEFU’s quality management has developed a general regulation “On independent work of students” (The NEFU’s Regulations on independent student work, 2011).

The specific character of an undergraduate program in physical education implies the bulk of students are motivated to continue their sporting activities and achieve high performance in sport and that is why independent work of students gains particular importance.

**Table 1. Tasks for independent work.**

Task difficulty level	1	2	3
<b>I. Work with references, educational and scientific publications</b>			
Annotation	Book note	Annotated catalogue on a subject matter	Annotated catalogue on a problem
Review	Popular science edition review	Scientific publication review	Scientific publication review
Outline	plan, scheme, text notes /number of references is assigned by the teacher/	plan, scheme, text notes /number of references is assigned by the teacher/	plan, scheme, text notes /number of references is assigned by the teacher/
Abstract	Summary, Review abstract	Resume, Review abstract, Review paper	Review paper
Theses	Secondary theses		
References arrangement	Reference list	Bibliography	Bibliography
Other			
<b>II. Work with reference editions</b>			
Dictionaries, reference books, encyclopedias	Making a terminological dictionary on a subject matter	Making a terminological dictionary on a section	Making a terminological dictionary on a field of study
	Working with dictionaries, making a terminological dictionary	Analytical review of dictionary entries	Preparing a dictionary entry
	Glossary	Thesaurus	Encyclopedia
	Making a bibliography (reference book) 3-5 personalia	Making a bibliography (reference book) 5-10 personalia	Making a bibliography (reference book) 10-15 personalia
Information note	Writing an information note	Making a reference aid	Making an encyclopedic dictionary
Other			
<b>III. Arrangement of student educational and research activities</b>			
Writing theses		Primary theses	Primary theses
Educational and research activities of students	Educational work report	Research report	Research report
Scientific work	Graduation thesis, article, report	Graduation thesis, article, report	Article, report, graduation thesis,
Other			

Independent work can be effective only under the condition it is carried out orderly and systematically. It is unmistakable that the teaching staff in higher professional education institutions faces the task of such organization of independent work of students, which would, firstly, ensure the independence of students and, secondly, create the proper conditions for acquisition of lasting information culture skills necessary for different kinds of activities, which includes improving the effectiveness of in-class learning in various forms.

The analysis of scientific literature and the existing practices of education process in higher educational institutions, as well as personal pedagogical experience allowed us to classify the basic concepts associated with organization of independent work of undergraduate students and present the framework in terms of a structure-functional model (Figure 1).

As an example, we suggest the following tasks for independent work of students (table 1).

## Conclusions

To our opinion, the described model of organization of the process of building undergraduate student competencies allows to make the necessary ad-

justments to the curricula and work programs, thus facilitating production of specialists, whose qualification meets the modern requirements of professional activities in a new social environment.

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